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ORCID ID: https://orcid.org/0000-0001-6884-3504

The interplay dynamics of emotional intelligence and academic self-regulation among the Bachelor of Science in Accountancy students of the tertiary institutions in Dipolog and Dapitan Cities

Vinz Patrick E. Perocho: Associate Auditor, KPMG Philippines, Makati City, Philippines.
Leo C. Naparota: Dean, College of Arts and Sciences and School of Criminal Justice Education, Andres Bonifacio College, Inc., Dipolog City, Philippines.

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A B S T R A C T

This study aimed to determine the level of emotional intelligence and its effects on academic self-regulation among the BS Accountancy students of the tertiary institutions in Dipolog and Dapitan Cities during the school year 2023-2024. Descriptive survey and descriptive correlational research methods were used. Weighted mean, standard deviation, and Spearman Rank-Order Correlation Coefficient (Spearman rho) were the statistical tools used with Jamovi as the statistical software. The level of emotional intelligence and academic self-regulation was high. There was a significant small/low positive correlation between the levels of emotional intelligence and academic self-regulation.

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Introduction

Emotional intelligence is defined as the ability to accurately identify and label different emotions, distinguish and control one's own emotions, and utilize emotional understanding to impact one's own actions and the actions of others (Abdel-Fattah, 2020). This trait has implications for students' academic learning, as evidenced by studies showing that students with higher emotional intelligence exhibit a higher level of confidence when handling academic difficulties and achieve better academic results (Iqbal et al., 2021). Additionally, research by Tuyakova et al. (2022)

* *Corresponding author. ORCID ID: 0000-0001-6884-3504*
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indicates that students lacking emotional intelligence struggle to effectively communicate and establish amicable relationships with others.

In both professional and personal domains, emotional intelligence (EQ) plays a significant role. Students with elevated levels of emotional intelligence can effectively regulate their own emotions and demonstrate empathy towards others, leading to personal self-motivation and enhanced communication proficiency (Yadav, 2022). Self-regulation, an important component of human functioning, is significantly influenced by emotional intelligence. This influence is particularly notable in the educational environment, where emotional intelligence has an enduring impact and is increasingly important for educators concerned about declining academic achievement levels (Singh et al., 2022).

The main goal of the present study is to establish the correlation between emotional intelligence and academic self-regulation among a group of college students. In the study of Majid (2023) the results indicate a positive correlation between emotional intelligence and academic self-regulation. In addition, Siregar et al. (2018) revealed that emotional intelligence and self-regulation have a shared foundation, which explains their strong connection. They further revealed that there is a direct and positive correlation between students' self-regulation and emotional intelligence. However, there is no substantial correlation between emotional intelligence and academic self-regulation (Andres et al., 2023).

Despite numerous studies conducted across different sectors to identify the attributes associated with emotional intelligence using various methodologies, there is a need for further research to determine the impact of emotional intelligence on academic self-regulation among BS Accountancy students at the tertiary level in Dipolog and Dapitan Cities. Our review aims to address gaps in the current literature regarding student emotional intelligence and academic self-regulation. The researcher is interested in exploring the potential incorporation of student emotional intelligence concepts into academic self-regulation practices. This research could also contribute to the development of policies and programs aimed at enhancing students' goal achievement.

Literature review

Emotional intelligence

Emotional intelligence describes the ability, capacity, skill, or self-perceived ability to identify, assess, and manage the emotions of oneself, of others, and of groups (Kidwai, 2012). People who possess a high degree of emotional intelligence know themselves very well and are also able to sense the emotions of others (Jaleel & Verghis, 2017). Also, the factors contributing have always continued to remain a defining component of most intelligence meanings. The significance of thoughts, emotional reactions, desires, and/or other evaluative character traits as an integral part

of human intelligence was first suggested in the concept of emotional intelligence (Lokesh et al., 2016).

Self-awareness

Maximize the effectiveness of emotional intelligence by developing good communication skills, interpersonal expertise, and mentoring skills. Self-awareness is at the heart of each of these abilities because emotional intelligence can only begin when emotional information enters the perceptual system (Miranda, 2016). In addition, people with high emotional intelligence are usually very self-conscious. They understand their emotions, and because of that, they do not let their feelings rule over them. They are confident because they trust their intuition and do not let their emotions get out of control. They are willing to take an honest look at themselves, too. They know their strengths and weaknesses, and they work on these areas so that they can perform better. A lot of people believe that this self-awareness is the most important part of emotional intelligence (Mehta & Singh, 2013).

Managing emotions

Emotional intelligence is defined as "the subset of social intelligence that involves the ability to manage and monitor one's own and others' feelings and emotions, to discriminate between them, and to use this information to guide one's thinking and actions (Gangai & Agrawal, 2013). Emotion is the ability to control emotions and impulses. People who self-regulate typically do not allow themselves to become too angry or jealous, and they do not make impulsive and careless decisions. They think before they act. Characteristics of self-regulation are thoughtfulness, comfort with change, integrity, and the ability to say no (Mehta & Singh, 2013).

Motivating one-self

Self-motivation is made up of three interconnected ideas: self-actualization, autonomy, and intrinsic motivation. It is asserted that individual can self-motivate and occupy their time in productive activities that reduce occupational boredom. When self-motivation modes can be identified, individuals may be able to use those techniques during slow work periods, contributing to better problem-solving (Phillips, 2016). Individual with a high degree of emotional intelligence is usually motivated. They are willing to defer immediate results for long-term success and highly productive, love a challenge and are very effective in whatever they do (Mehta & Singh, 2013).

Empathy

Empathy is an essential interpersonal skill that is crucial for providing person-centered care. When adults exhibit empathy towards students, they should display sympathy and concern in response to both positive and negative emotions, all while keeping their attention on the students' academic advancement (Meyers et al., 2019). Empathy is a cognitive quality that involves comprehending students' experiences, worries, and points of view and having the ability to convey this comprehension and a desire to assist. Empathy is crucial for efficient mental health care (Sharma et al., 2020).

Social skills

Social skills are subdivided and operationalized by five domains – approaches to learning, self-control, interpersonal skills, externalizing problem behavior, and internalizing problem behavior (Beheshtifar & Norozy, 2013). Social skills it is the ability to communicate, persuade, and interact with other members of the society, without undue conflict or disharmony. It is the ability to express both positive and negative feelings in the interpersonal context. Social skills consider art of convincing and the ability to create friendly atmosphere at work settings. It also lays emphasis on dealing with difficult people and upsetting situations tactfully (Mehta & Singh, 2013).

Academic self-regulation

Self-regulation can be defined as self-regulated learning, that is, the motivational and behavioral processes allowing individuals to activate and sustain cognitions, behaviors, and emotions in a systematic way toward the attainment of their own learning goals (Sahranavard et al., 2018). Self-regulation refers to an individual's ability to understand their own learning, develop knowledge and habits, control their emotions, concentrate, actively contribute to teamwork, and evaluate the progress towards achieving goals (Al Rab'a & Mukablah, 2019). Self-regulation encompasses the cognitive, interpersonal, and emotional capacities that empower individuals to advance towards their aspirations, especially in times of stress (Park et al., 2019). Academic self-regulation entails the ability to engage in academic tasks independently, critically, and strategically. Self-regulation is the process through which students can exercise control over their focus, emotions, attitudes, and mindfulness to carry out actions that are aimed at achieving specific goals (Webb et al., 2018). Furthermore, Valenzuela (2020) stated that it is imperative to address self-regulation concerns to accomplish the intended objectives.

Self-planning

Individuals with a high level of self-planning frequently recognize the specific actions or behaviors required to advance in their professional lives. This work contributes by enhancing the development of planning skills and implementing planning models using data-driven approaches (Monteiro et al., 2021). The approach provides a robust basis for the principles of self-direction skills and allows students to apply their competencies in practical scenarios. Engaging in self-planning may lead to the creation of less habitable residential units, potentially causing a detrimental impact on the surrounding environment (Zhang et al., 2019).

Self-monitoring

Self-monitoring has the impact of increasing individuals' awareness and prompting them to contemplate their actions, uncovering detrimental behavior, fostering internal competition, and aiding individuals in acknowledging accountability for their actions. Monitoring one's own lack of movement is essential for implementing these behavior modification techniques (Orji et al., 2018). Self-monitoring techniques have been utilized to improve physical activity (Kudret et al., 2019). Furthermore, it is imperative to investigate the utilization of user-friendly equipment that

facilitates self-monitoring of physical activity, as it becomes more readily available to the general public (Page et al., 2020).

Self-instruction

By employing self-instruction techniques and practicing cognitive restructuring, individuals can greatly improve their self-confidence. When evaluating the outcomes of the two approaches, it was found that self-instruction yielded greater efficacy than cognitive restructuring in enhancing students' self-assurance (Chandra et al., 2019). When compared to group therapy that only used one approach, the use of self-instruction and cognitive restructuring techniques proved to be more effective in increasing self-efficacy in making career choices. Self-instruction and cognitive restructuring approaches could potentially be employed as an intervention (Ayuningtyas et al., 2019).

Self-evaluation

Self-evaluation is the process of methodically observing, analyzing, and acknowledging one's professional actions. When individuals perceive their actions as suitable, they will continue to employ them in the future. Conversely, when the evaluation process helps individuals realize that their performance has not met expectations, they must develop strategies to improve their performance (Kapur, n.d.). Self-assessment is crucial in higher education to ensure the development of self-regulated and lifelong learning. Despite its significance, the relationship between these two concepts has not been adequately addressed. The relevant literature has examined the enhancement of students' ability to understand and utilize feedback by engaging in self-assessment. Nevertheless, the extent to which feedback literacy can facilitate students in engaging in self-assessment remains to be established (Yan & Carless, 2021).

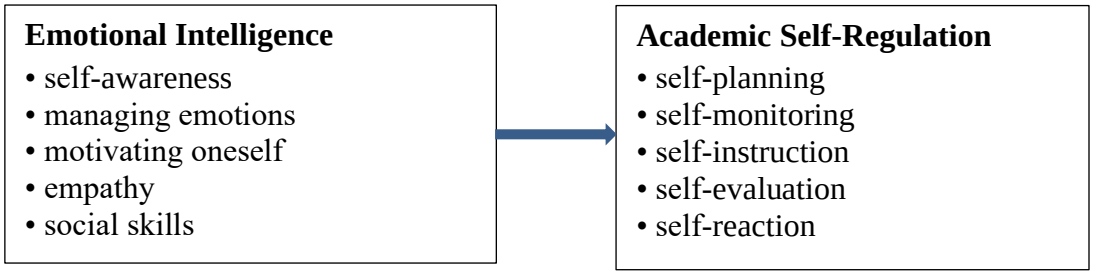
Self-reaction

Self-reaction refers to the educational performance of students. If progress is achieved, an individual will experience a feeling of self-efficacy in attaining their desired objectives (Pinto, 2023). Self-reaction can be described as either satisfaction, attachment, adaption, or a defensive response. Self-reaction refers to the process in which students respond to their own self-evaluation. Their self-reaction can be described as either satisfaction, attachment, adaption, or a defensive response (Andres et al., 2023).

Conceptual framework

The conceptual framework is illustrated in Figure 1. It consists of two key variables: the independent variable, emotional intelligence, which is further broken down into five indicators—self-awareness, emotion management, self-motivation, empathy, and social skills—and the dependent variable, academic self-regulation, which includes indicators such as self-planning, self-monitoring, self-instruction, self-evaluation, and self-reaction.

INDEPENDENT VARIABLE **DEPENDENT VARIABLE**



Source: Andres et al., (2023) Source: Cooper, A., & Petrides, (2010)

Figure 1: the framework reflects a correlation between emotional intelligence and academic self-regulation. The study intends to examine the influence of emotional intelligence and academic self-regulation.

Statement of the problem

This study aimed to determine the emotional intelligence and its effects on academic self-regulation among BS Accountancy students of the tertiary institutions in Dipolog and Dapitan Cities during the school year 2023-2024. Specifically, it sought to answer the following questions:

1. What are the respondents' perceived level of emotional intelligence in terms of:
   1.1 self-awareness;
   1.2 managing emotions;
   1.3 motivating oneself; 2.4 empathy; and
   1.5 social skills?

2. What are the respondents' perceived level of academic self-regulation in terms of:
   2.1 self-planning;
   2.2 self-monitoring;
   2.3 self-instruction;
   2.4 self-evaluation; and
   2.5 self-reaction?

3. Is there a significant relationship between emotional intelligence and academic self-regulation

Hypothesis

Numerous studies have demonstrated the significant influence of emotional intelligence on students' academic self-regulation (Majid 2023; Siregar et al., 2018; Andres et al., 2023). Building on this research, the current study seeks to explore the effect of emotional intelligence on students' academic self-regulation.

Scope and delimitation of the study

This study is limited to the level of emotional intelligence and its effect on academic self-regulation among BS Accountancy students of the tertiary institutions in Dipolog and Dapitan Cities during the School Year 2023- 2024.

Research methodology

In adherence to scientific research standards, this study follows systematic procedures and techniques to ensure scientific rigor. Appropriate methodologies were employed, including the selection of a research design, data-gathering instruments, target population, study locale, data collection procedures, and statistical data analysis.

Research design

The study adopted a descriptive correlational design, as explained by Quaranta (2016), which describes relationships among variables without establishing causal connections and evaluates statistical relationships (correlations) between variables with minimal control over extraneous factors.

The locale of the study

This study was undertaken among tertiary institutions in Dipolog and Dapitan Cities in Zamboanga del Norte, Philippines.

Population

This study involved 399 BS Accountancy students in the said locale for the SY 2023-2024.

Data gathering instruments

Data collection is carried out through questionnaires, and the statistical analysis employs both descriptive and inferential statistics, specifically weighted means, standard deviation and Spearman Rank-Order Correlation Coefficient (Spearman rho). Survey research, also known as survey methodology, involves standardized mass questioning of a representative sample from a population under study (Creswell & Creswell, 2017).

Data gathering procedure

The researcher received permission from the President of the Tertiary Institutions to distribute the questionnaires to start the data collection process. Designated employee representatives assisted in this process.

Ethical approval

The study underwent an ethical review and was approved to proceed, as it did not involve any sensitive issues.

Statistical treatment of data

In alignment with the descriptive assessment and correlational research design, both descriptive and inferential statistics were utilized. The weighted mean was employed to assess the levels of the bureaucratic work environment, employee treatment, and employees' work engagement, while Pearson's r was used to determine the correlation among these variables.

The following ranges of values with their descriptive interpretation were used:

Emotional intelligence

Scale	Range of Values	Description	Interpretation
5	4.21-5.00	Strongly agree	Very High
4	3.41-4.20	Agree	High
3	2.61-3.40	Somewhat Agree	Average
2	1.81-2.60	Disagree	Low
1	1.00-1.80	Strongly Disagree	Very Low

Academic self-regulation

Scale	Range of Values	Description	Interpretation
5	4.21-5.00	Strongly agree	Very High
4	3.41-4.20	Agree	High
3	2.61-3.40	Somewhat Agree	Average
2	1.81-2.60	Disagree	Low
1	1.00-1.80	Strongly Disagree	Very Low

Data presentation and analysis

The data are presented following the statement of the problems of the current study. The study aimed to answer the following questions:

1. What is the respondents' perceived level of emotional intelligence in terms of:

1.1 self-awareness;
1.2 managing emotions;
1.3 motivating oneself; 2.4 empathy; and
1.5 social skills?

Table 1

Perceived level of emotional intelligence in terms of self-awareness

A. Self-Awareness	Mean	SD	Description	Interpretation
1. I promptly realize when I get lost in my temper.	4.14	0.82	Agree	High

2. I am aware of it when I am acting "emotionally."	4.00	0.85	Agree	High
3. I usually recognize when I am stressed	3.56	1.03	Agree	High
4. I can sense if someone has dismayed or distracted me.	3.78	0.91	Agree	High
5. I know what makes me happy.	3.54	1.08	Agree	High
Overall	**3.84**	**0.78**	**Agree**	**High**

Source: Andres et al., (2023)

Table 1 portrays the perceived level of emotional intelligence in terms of self-awareness. The outcome attests that the respondents agree that they promptly realize when they get lost in their temper, when aware of when acting emotionally, usually recognize when stressed, can sense if someone is dismayed or distracted, and know what makes them happy. Overall, self-awareness obtained a mean of 3.84 with a standard deviation of 0.78 which can be described as "agree" and interpreted as "high". The standard deviation also affirms the homogeneity of the responses. This finding means that the self-awareness of the BS Accountancy students of the tertiary institutions in Dipolog and Dapitan Cities is at a high level. This finding is important because Mehta & Singh (2013) averred that a lot of people believe that self-awareness is the most important part of emotional intelligence.

Table 2

*Perceived Level of Emotional Intelligence in Terms of **Managing Emotions***

B. Managing Emotions	**Mean**	**SD**	**Description**	**Interpretation**
1. Others frequently do not understand how I feel about things.	4.17	0.64	Agree	High
2. I always worry about my studies or life in general.	3.83	0.70	Agree	High
3. Others can rarely tell what kind of mood I am in.	3.92	0.75	Agree	High
4. Once I have left work, I don't allow stressful events or others to affect me.	3.84	0.68	Agree	High
5. I can control my emotions when necessary.	3.84	0.78	Agree	High
Overall	**3.81**	**0.72**	**Agree**	**High**

Source: Andres et al., (2023

The result conveys that the respondents agree that others frequently do not understand how they feel about things, always worry about their studies or life in general, can rarely tell what kind of

mood they are in, once have left work, they don't allow stressful events of others to affect them, and can control their emotions when necessary. Altogether, managing emotions gained a mean of 3.81 with a standard deviation of 0.72 which is described as "agree" and interpreted as "high". This finding entails that the respondents' level of managing emotions is high. The current finding disagrees with the study of Florivic and Apostol (2024) indicated that the high-level rating of self-emotion management indicates that students possess a strong capacity to comprehend and regulate their own emotions, demonstrating high emotional intelligence.

Table 3

Perceived level of emotional intelligence in terms of motivating oneself

C. Motivating Oneself	Mean	SD	Description	Interpretation
1. I am capable of consistently motivating myself to tackle challenging tasks	3.77	0.88	Agree	High
2. I am adept at prioritizing crucial tasks at work and proceeding with them.	3.68	0.84	Agree	High
3. I always meet deadlines.	3.78	0.95	Agree	High
4. I push myself not to procrastinate.	3.34	1.00	Somewhat Agree	Average
5. Motivation has been instrumental in my achievements.	4.08	0.89	Agree	High
Overall	**3.92**	**0.75**	**Agree**	**High**

Source: Andres et al., (2023)

The product affirms that the respondents agree that they are capable of consistently motivating themselves to tackle challenging tasks, adept at prioritizing crucial tasks in school, always meet deadlines, and motivation has been instrumental in their achievements. The respondents somewhat agree that they push themselves not to procrastinate. In general, emotional intelligence earned a mean of 3.92 with a standard deviation of 0.75 which is described as "agree" and interpreted as "high". This finding declares that the level of self-motivation of the BS Accountancy students of the higher education institutions of Dipolog and Dapitan Cities is high. Mehta & Singh (2013) asserted that individuals with a high degree of emotional intelligence are usually motivated. They are willing to defer immediate results for long-term success and are highly productive, love a challenge, and are very effective in whatever they do.

Table 4

Perceived level of emotional intelligence in terms of empathy

D. Empathy	Mean	SD	Description	Interpretation
1. I possess the ability to comprehend others' perspectives.	3.90	0.79	Agree	High
2. I excel at empathizing with others' problems.	3.69	0.87	Agree	High
3. I am perceptive to cues that indicate someone's displeasure with me.	3.83	0.81	Agree	High
4. I comprehend why my actions may at times offend others.	4.05	0.80	Agree	High
5. I can typically discern why individuals may be difficult towards me.	3.79	0.86	Agree	High
Overall	**3.84**	**0.68**	**Agree**	**High**

Source: Andres et al., (2023)

The data maintains that the respondents agree that they possess the ability to comprehend others' perspectives, excel at empathizing with others' problems, perceptive to cues that indicate someone's displeasure, comprehend why their actions may at times offend others, and can typically discern why individuals may be difficult towards us. The overall mean is 3.84 and the standard deviation is 0.68 which means the respondents' level of empathy is high. Meyers et al. (2019) attested that when adults exhibit empathy towards students, they should display sympathy and concern in response to both positive and negative emotions, all while keeping their attention on the students' academic advancement. In addition, Sharma et al. (2020) affirmed that empathy is crucial for efficient mental health care.

Table 5

Perceived level of emotional intelligence in terms of social skills

E. Social Skills	Mean	SD	Description	Interpretation
1. I am an attentive listener.	4.14	0.82	Agree	High
2. I refrain from interrupting others during conversations.	4.00	0.85	Agree	High
3. I am skilled at adapting and mingling with diverse groups of people.	3.56	1.03	Agree	High
4. I enjoy inquiring to ascertain what is important to people.	3.78	0.91	Agree	High

5. I love to meet new people and get to know what makes them 'tick'	3.54	1.08	Agree	High
Overall	**3.84**	**0.78**	**Agree**	**High**

Source: Andres et al., (2023)

The outcome avers that the respondents agree that they are attentive listeners, refrain from interrupting others during conversations, skilled at adapting and mingling with diverse groups of people, enjoy inquiring to ascertain what is important to people, and love to meet new people and get to know what makes them tick. The overall mean is 3.84 with a standard deviation of 0.78 which is described as agree and interpreted as high. This finding asserts that the level of social skills of BS Accountancy students of the higher education institutions of Dipolog and Dapitan Cities is high. This finding is significant since social skills emphasize dealing with difficult people and upsetting situations tactfully (Mehta & Singh, 2013).

Table 6

Summary of the perceived level of emotional intelligence

Emotional Intelligence	Mean	SD	Description	Interpretation
A. Self-Awareness	4.17	0.64	Agree	High
B. Managing Emotions	3.83	0.70	Agree	High
C. Motivating Oneself	3.92	0.75	Agree	High
D. Empathy	3.84	0.68	Agree	High
E. Social Skills	3.84	0.78	Agree	High
Overall	**3.81**	**0.72**	**Agree**	**High**

Source: Andres et al., (2023)

Table 6 provides a comprehensive summary of the perceived levels of emotional intelligence. The data reveals that emotional intelligence, across various dimensions—self-awareness, managing emotions, self-motivation, empathy, and social skills—is generally rated high. Notably, self-awareness stands out as the strongest trait, while managing emotions, although still high, is the lowest among the indicators.

Overall, the emotional intelligence levels of BS Accountancy students from the tertiary institutions in Dipolog and Dapitan Cities are robust. According to Jaleel & Verghis (2017), individuals with high emotional intelligence tend to perform better academically, handle pressure effectively, and make meaningful contributions to their educational environment. This suggests that the students in this study possess not only strong academic potential but also the emotional capabilities to thrive in challenging settings.

2. What are the respondents' perceived level of academic self-regulation in terms of:

2.1 self-planning;

2.2 self-monitoring;

2.3 self-instruction;
2.4 self-evaluation; and
2.5 self-reaction?

Table 7
Perceived level of academic self-regulation in terms of self-planning

A. Self-Planning	**Mean**	**SD**	**Description**	**Interpretation**
1. I consciously make sure that I didn't fail in every subject I have	4.10	0.88	Agree	High
2. I can handle the tasks that the teacher has provided in class.	3.81	0.81	Agree	High
3. The teachers presented class notes are usually something I record.	3.82	0.87	Agree	High
4. I consistently submit my written tasks to my teacher ahead of the deadline.	3.55	0.98	Agree	High
5. I establish objectives for getting good marks in the class.	3.71	0.89	Agree	High
Overall	**3.90**	**0.75**	**Agree**	**High**

Source: Cooper, A., & Petrides, (2010)

The perceived level of academic self-regulation, specifically in terms of self-planning, is illustrated in Table 7. Descriptive statistics, conducted using Jamovi, show mean scores ranging from 3.55 to 4.10, with standard deviations between 0.81 and 0.98. These results suggest that respondents generally agree that they take conscious steps to avoid failure in their subjects, manage class tasks effectively, regularly take notes during lessons, consistently submit written assignments on time, and set clear objectives for achieving good grades.

Overall, the mean score of 3.90 and standard deviation of 0.75 indicate that the self-planning levels of BS Accountancy students in the higher education institutions of Dipolog and Dapitan Cities are notably high. As Monteiro et al. (2021) assert, individuals with strong self-planning skills are often able to identify the specific actions or behaviors needed to advance in their academic and professional journeys. This suggests that these students possess the organizational and goal-setting abilities critical for success.

Table 8
Perceived level of academic self-regulation in terms of self-monitoring

B. Self-Monitoring	**Mean**	**SD**	**Description**	**Interpretation**
1. I am mindful of the rules and guidelines in the classroom and school discipline.	4.24	0.78	Strongly Agree	Very High

2. My family and friends' encouragement has helped me perform well in class**.**	4.06	0.91	Agree	High
3. My outstanding class performance is the outcome of obtaining good mark.	3.84	0.83	Agree	High
4. I am familiar with the assessment and evaluation grading systems.	4.08	0.84	Agree	High
5. I am aware of how the semester system will conduct the evaluation.	4.07	0.80	Agree	High
Overall	**4.15**	**0.68**	**Agree**	**High**

Source: Cooper, A., & Petrides, (2010)

The respondents agree, in Table 8, that they are mindful of the rules and guidelines in the classroom and school discipline, their family and friends' encouragement has helped them perform well in class, and their outstanding class performance is the outcome of obtaining good mark, familiar with the assessment and evaluation grading systems, and aware of how the semester system will conduct the evaluation. Altogether, the mean is 4.15 with a standard deviation of 0.68 which is described as "agree' and interpreted as "high". This finding affirms that the level of self-monitoring of the BS Accountancy students of the tertiary institutions of Dipolog and Dapitan Cities is high. Orji et al. (2018) stated that self-monitoring has the impact of increasing individuals' awareness and prompting them to contemplate their actions, uncovering detrimental behavior, fostering internal competition, and aiding individuals in acknowledging accountability for their actions.

Table 9

Perceived level of academic self-regulation in terms of self-instruction

C. Self-instruction	**Mean**	**SD**	**Description**	**Interpretation**
1. Finding the appropriate sources to support my academic success is something I am good at.	3.76	0.87	Agree	High
2. I often gather knowledge outside of the classroom on my own	3.82	0.89	Agree	High
3. To make it easier to learn books and other information, I rely on study aids including heading, categorizing, and highlighting.	3.92	0.96	Agree	High
4. Studying with others helps me learn better	3.69	1.08	Agree	High
5. I have improved my own way of studying.	3.89	0.95	Agree	High
Overall	**3.83**	**0.75**	**Agree**	**High**

Source: Cooper, A., & Petrides, (2010)

The product of descriptive statistics conveys, in Table 9, that the respondents agree that they find appropriate sources to support their academic success, often gather knowledge outside of the classroom on their own, make it easier to learn books and other information, and studying with others helps them learn better, and have improved their way of studying. In general, the mean is 3.83 with a standard deviation of 0.75 which is described as agree and interpreted as high. This finding suggests that the level of self-instruction of the students involved in the study is high. Chandra et al. (2019) maintained that by employing self-instruction techniques and practicing cognitive restructuring, individuals can greatly improve their self-confidence.

Table 10

Perceived level of academic self-regulation in terms of self-evaluation

D. Self-Evaluation	Mean	SD	Description	Interpretation
1. I don't hesitate when it comes to speaking up in class or participating in discussions.	3.26	1.06	Somewhat Agree	Average
2. I don't have any hesitations when I'm called to speak about assigned work in front of the class	3.27	1.04	Somewhat Agree	Average
3. I am pleased with how I performed in class	3.29	0.90	Somewhat Agree	Average
4. My efforts in doing home works are enough	3.37	0.92	Somewhat Agree	Average
5. I am contented of my grades lately	3.29	1.03	Somewhat Agree	Average
Overall	**3.27**	**0.84**	**Somewhat Agree**	**Average**

Source: Cooper, A., & Petrides, (2010)

The perceived level of academic self-regulation, particularly in terms of self-evaluation, is presented in Table 10. Descriptive statistics, analyzed through Jamovi, indicate that respondents generally express a moderate level of agreement with statements related to their self-evaluation. They report feeling comfortable speaking up in class when discussing assigned tasks, are generally satisfied with their performance, believe their efforts in completing homework are adequate, and are content with their grades.

The overall mean score of 3.276, with a standard deviation of 0.84, falls within the "somewhat agree" range, which suggests an average level of self-evaluation among the respondents. This finding highlights that, while the students show some degree of confidence in evaluating their own academic performance, there is room for improvement. Yan & Carless (2021) emphasize the importance of self-assessment in higher education, noting that it is vital for fostering self-regulated learning and supporting lifelong learning skills.

Table 11

Perceived level of academic self-regulation in terms of self-reaction

E. Self-Reaction	Mean	SD	Description	Interpretation
1. I involve myself in class discussions to offer my understanding regarding the subject.	3.52	0.96	Agree	High
2. Normally, I follow the schedule I've made for myself when studying.	3.41	1.01	Agree	High
3. I worked hard for my good grade in class	3.86	0.82	Agree	High
4. I strive so much to be one of the class's top student	3.32	1.06	Somewhat Agree	Average
5. I put all my effort to pass this Academic Track	4.05	0.94	Agree	High
Overall	**3.79**	**0.80**	**Agree**	**High**

Source: Cooper, A., & Petrides, (2010)

Table 11 portrays the perceived level of academic self-regulation in terms of self-reflection. The result of descriptive statistics maintains that the respondents agree that they are involved in class discussions, normally follow the schedule of studying, work hard for good grades, and put all their effort to pass the subjects. The respondents somewhat agree that they strive so much to be one of the class's top students. Altogether, the mean is 3.79 with a standard deviation of 0.80 which is described as agree and interpreted as high. This finding means that the self-reflection of the respondents is high. Pinto (2023) suggested that if the progress of self-reaction is achieved, an individual will experience a feeling of self-efficacy in attaining their desired objectives.

Table 12

Summary *of the perceived level of academic self-regulation*

Academic Self-Regulation	Mean	SD	Description	Interpretation
A. Self-Planning	3.90	0.75	Agree	High
B. Self-Monitoring	4.15	0.68	Agree	High
C. Self-Instruction	3.83	0.75	Agree	High
D. Self-Evaluation	3.27	0.84	Somewhat Agree	Average
E. Self-Reaction	3.79	0.80	Agree	High
Overall	**4.07**	**0.77**	**Agree**	**High**

Source: Cooper, A., & Petrides, (2010)

Table 12 provides a comprehensive overview of the perceived level of academic self-regulation among respondents. The results show that self-regulation is generally high in areas such as self-planning, self-monitoring, self-instruction, and self-reaction. However, self-evaluation is rated at an average level. The overall mean score of 4.07, with a standard deviation of 0.77, indicates that respondents generally "agree" with the statements related to academic self-regulation, suggesting a high level of self-regulation overall.

This finding implies that the respondents exhibit a strong ability to manage and regulate their academic behaviors, although there is room for growth in self-evaluation. As Valenzuela (2020) highlighted, addressing self-regulation concerns is essential for achieving academic goals. Furthermore, Sa & Premila (2021) emphasized that students lacking academic self-regulation struggle to organize their learning, control their progress, assess their outcomes, and adapt their goals. In contrast, Ihor and Ruslana (2021) found that students with high academic self-regulation are more self-reliant in their learning activities and excel at developing metacognitive skills, such as reflecting on their thinking, remembering information, and monitoring their progress.

3. Is there a significant relationship between emotional intelligence and academic self-regulation?

Table 13

Test of relationship between the levels of emotional intelligence and academic self-regulation

Emotional Intelligence	**rho-value & p-value**	**Academic Self-Regulation**					
		SP	**SM**	**SI**	**SE**	**SR**	**Overall**
Self-Awareness	rho-value	0.23	0.31	.245**	0.137	0.23	0.25
	p-value	< 0.01	< 0.01	< 0.01	0.012	< 0.01	< 0.01
Managing Emotions	rho-value	0.24	0.24	0.31	0.18	0.20	0.21
	p-value	< 0.01	< 0.01	< 0.01	< 0.01	< 0.01	< 0.01
Motivating Oneself	rho-value	0.43	0.36	0.55	0.42	0.52	0.47
	p-value	< 0.01	< 0.01	< 0.01	< 0.01	< 0.01	< 0.01
Empathy	rho-value	0.31	0.38	0.39	0.28	0.38	0.31
	p-value	< 0.01	< 0.01	< 0.01	< 0.01	< 0.01	< 0.01
Social Skills	rho-value	0.36	0.32	0.40	0.37	0.46	0.31
	p-value	< 0.01	< 0.01	< 0.01	< 0.01	< 0.01	< 0.01
Overall	rho-value	0.34	0.30	0.36	0.33	0.40	**0.29**
	p-value	< 0.01	< 0.01	< 0.01	< 0.01	< 0.01	**< 0.01**

SP=Self-Planning, SM=Self-Monitoring, SI=Self-Instruction, SE=Self-Evaluation, SR=Self-Reaction

Table 13 presents a compelling analysis of the relationship between emotional intelligence and academic self-regulation. Using the Spearman Rank-Order Correlation Coefficient (Spearman rho), the results show a significant correlation between all indicators of emotional intelligence and academic self-regulation. This signifies a small but positive correlation overall, leading to the rejection of the null hypothesis. In essence, the data suggests that as emotional intelligence levels rise, so too does academic self-regulation.

This finding underscores the powerful yet modest influence emotional intelligence has on academic self-regulation. While the effect is relatively small, it is nonetheless significant, highlighting the importance of emotional intelligence in shaping how students manage their academic behaviors. Majid (2023) supports this view, noting a positive correlation between emotional intelligence and academic self-regulation. Additionally, Siregar et al. (2018) identify a shared foundation between emotional intelligence and self-regulation, explaining their strong connection. However, it is important to consider the contrasting findings of Andres et al. (2023), who found no substantial correlation between these two variables. Despite this, the current study provides valuable insight into how emotional intelligence may play a role in enhancing self-regulatory academic practices.

Discussion

The study revealed a clear and meaningful link between students' emotional intelligence and their academic self-regulation, with a marginal yet positive connection. Specifically, BS Accountancy students in the colleges of Dipolog and Dapitan City demonstrated high levels of both emotional intelligence and academic self-regulation. The findings suggest that students who possess a high level of emotional intelligence are also more likely to exhibit strong academic self-regulation. Conversely, students with lower emotional intelligence tend to struggle with self-regulation in their academic work.

This connection implies that students with heightened emotional intelligence are better equipped to excel academically, handle stress, and contribute positively to their educational environment. Moreover, these students are likely to put in the effort necessary to earn good grades. The analysis of the relationship between emotional intelligence and academic self-regulation further reveals a significant, though small, positive correlation between the two. This suggests that emotional intelligence plays a vital role in shaping academic self-regulation, with students' emotional intelligence influencing their ability to regulate their academic behaviors effectively.

Conclusion

The study revealed a clear connection: as emotional intelligence rises, so does academic self-regulation. This suggests that emotional intelligence has a significant influence on how well students can manage their academic activities. While the relationship between the two is positive, it is relatively small in magnitude. Nonetheless, the findings emphasize that emotional

intelligence plays a crucial role in shaping students' ability to regulate their academic behaviors, paving the way for better academic outcomes.

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